

National Congress Bulletin

APRIL 1952

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Dear Friends:

FROM across twenty-five hundred miles of the blue Pacific Ocean I bring you official greetings from the Hawaii Congress of Parents and Teachers and from our 41,400 fellow members in these islands. Although I have traveled thus far only to the island of Oahu, the gracious welcome accorded me here reveals the traditional hospitality of Hawaii and a promise of the fellowship I shall find on the four other major islands to be visited in the near future.

Greetings and aloha come also from the children of several up-to-the-minute public schools that I was privileged to see very soon after arriving at Honolulu. We paused in our tour of public schools at Aina Haina Elementary School (pronounced Eye-na High-na), a one-storied, multiple-unit building extending across a large, newly grassed campus. It was recess time, and barefooted children were running about on crosswalks, lanai, and terraces, but carefully avoiding the new lawn in their play.

I learned that they keep the weeds pulled out of the lawns until the grass is well rooted. These young citizens seem to give much service to the schools. I observed them in cafeterias sorting, washing, and stacking dishes, helping with serving and clearing up. In one school they were sweeping the classrooms. Citizenship is highly accented in the daily school program where boys and girls of different races and nationalities live in the natural relationship of one people.

At the Robert Louis Stevenson School some of the fifteen hundred students were using wartime temporary quarters but looking to the day in the near future when they will enjoy using an exceedingly modern two-storied building now nearing completion. The principal, who had come from my home town, showed us classrooms where we looked out over valleys and mountains of indescribable beauty. Such a scene would disturb my ability to concentrate on the work at hand, but, as most of us regard our blessings, the children accept the superb

beauty of the landscape as a natural environment, common to all.

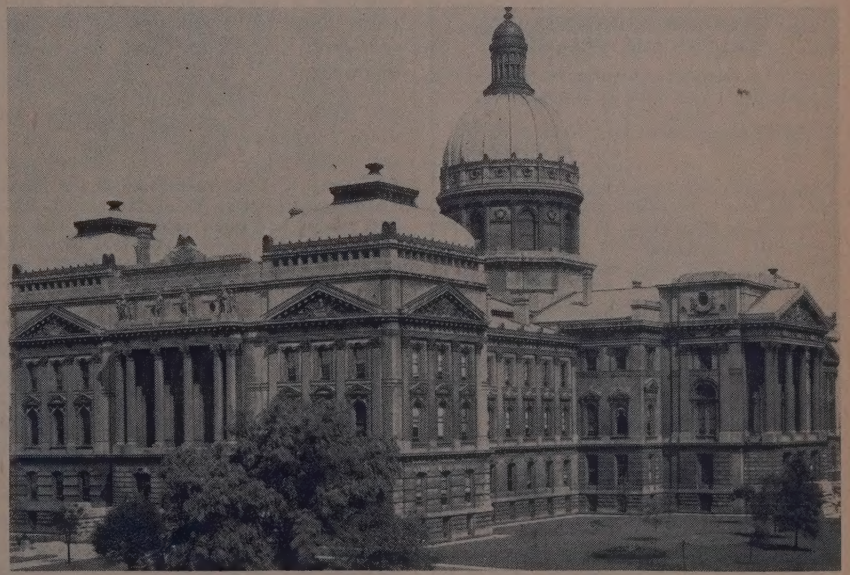
The Farrington School, a junior and senior high school, was another scheduled stop. Here we visited not only the conventional classrooms but the agricultural plant, where we viewed vegetable gardens, a small nursery, and the orchid house. Incidentally the high school youth as well as the children of elementary age brought beautiful leis and orchid corsages until I was obliged to carry one set in order to put on another. Their welcoming ceremony was very dear to me, and I wished with fervency that all children might live in the physical comfort and the atmosphere of freedom and brotherhood sustained in Hawaiian schools.

I learned in passing that music in the public schools had been provided originally by the P.T.A. Although the leaders recognize that all facilities needed in the modern school program should be provided by public funds designated for education, in some cases local units are still supplying materials for the schools as a temporary measure.

It was my pleasure to attend an offi-

cial meeting of the executive committee of the Hawaii Congress, which was struggling with the usual problem of stretching a small budget to encompass a large program. You on the mainland will want to know that the questions of priorities for school construction, civil defense, control of narcotics sales, legislation, citizenship, and other current items of emphasis on our program are being carried forward with the same devotion and personal sacrifice that prevails in your own local unit. The twenty-five hundred miles of Pacific Ocean neither separate our idealism nor deter our mutual fellowship.

IN January, before leaving for Hawaii, I traveled to New York to serve as your representative at the tenth meeting of the United States National Commission for UNESCO and also as one of the Congress delegates at the Third National Conference of the United States National Commission for UNESCO. Throughout all the discussion meetings and the general sessions it seemed apparent that none of us are doing enough to bring to our members and to other citizens an understanding of the work already accomplished by the United



Indiana's capitol with its blue dome and sculptured friezes is one of the most imposing buildings to be seen in our convention city, Indianapolis.

Nations and UNESCO and of the actual progress made in avoiding armed conflict between member nations.

We who are accustomed to work for a community fabric strong enough to sustain the interests of our nation's children can well understand Reinhold Niebuhr's admonition that the world community likewise needs a community fabric strong enough to sustain harmonious relationships in spite of cultural differences and political disagreements.

It is my hope that you will develop a discussion program on the work of the UN and UNESCO before the year is over.

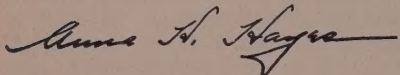
* * *

The recently announced increase in allotments of critical materials for school construction during 1952 is indeed good news. Will there also be in 1952 an increased understanding of the total school program in your community?

During the next few months let us see how much meaning we can give to that fifth Object:

"To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education."

Faithfully yours,



Mrs. John E. Hayes, President
National Congress of Parents and Teachers

NATIONAL CONGRESS OF PARENTS AND TEACHERS

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A PLEDGE OF COOPERATION

THE National Congress of Parents and Teachers has long held a deep interest in the citizenship training programs of youth-serving agencies. Thus it is believed that parents and teachers throughout our land will wish to carry out the following pledge of cooperation with the Boy Scouts of America as they appeal to all voters to register and cast their ballots in this year's national election.

WHEREAS in response to the needs of our beloved country, the Boy Scouts of America has inaugurated a Three Year Program motivated by the theme "Forward on Liberty's Team,"

BE IT RESOLVED that we endorse the patriotic objectives of this program and pledge that we will cooperate with them in this united effort:

To inspire high devotion to the Civic aspirations of our Community, State and Nation,

To develop the qualities of manhood that will insure government of the people, by the people, and for the people,

To attain the highest level of personal fitness,

To acquire the practical skills of useful living,

To conserve our human and national resources,

To preserve the faith of our Fathers,

To advance understanding, brotherhood and good will among all people,

To instill in the minds and hearts of our American youth a deeper sense of obligation to preserve our God-given heritage, that this nation, under God, shall remain free, strong and just.

● As our first effort in this great responsibility we pledge cooperation with the Boy Scouts of America in their 1952 campaign to have every qualified citizen register and vote in the 1952 election.

From Our Headquarters LETTER BOX

Dear Editor:

To know about Mrs. Hayes' book *Stepping Stones* is a real treat. Her idea also for helping the national headquarters is grand. Many schools have given them in recognition of the past presidents. My copy will be greatly treasured.

MRS. ELMER YATES
Publications Chairman
Lincoln, Nebraska

So many P.T.A. members share Mrs. Yates' sentiments! As of March 15, 11,546 copies had been sold, raising the total of this gift to headquarters in honor of our national president to \$2,886.55. Single copies of "Stepping Stones" are forty cents. Of this amount twenty-five cents is credited to the headquarters fund, and fifteen cents is used to cover the cost of printing and distribution.

* * *

Dear Friends:

One of the nicest things that has happened to our family in the last few months has been a letter received from Mrs. J. W. Heylmun of the National Congress of Parents and Teachers ad-

vising us of the contribution made in the name of my father.

His love of his work with children, teachers, and parents gave him more happiness than that attained by many men I know who make tremendous incomes and who have received tremendous prominence in public life.

Yours sincerely,

WILLIAM J. DUNSMORE

● This gift was made by the Frank P.T.A. of Jamestown, North Dakota. Are your P.T.A. and its members taking part in this fund-raising campaign?

NATIONAL CONGRESS BULLETIN

Volume 19 APRIL 1952 Number 8

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Downers Grove P.T.A.'s Help To Secure Better Schools



© Downers Grove Photo Studio

The ground-breaking ceremony for the William Dwight Herrick Junior High School in Downers Grove. Holding the spade is Mr. Herrick, and on his right is Jack B. Nichol, president of the school board. Jack Elzay, superintendent of schools, is on his left.

BOYS and girls who have been attending overcrowded schools in Downers Grove, which is located twenty-two miles west of Chicago, are now at long last experiencing the thrill of new school buildings, smaller classes, and more individual attention. Nearly three years of half-day sessions for first-graders are ended.

During February and early March three new elementary schools—the first in twenty-two years—were opened as the result of a community-wide effort, which was sparked by the five P.T.A.'s in the village (Lincoln, Longfellow, Washington, Whittier, and Downers Grove Community High School); an energetic new school superintendent, Jack Elzay; and the local school boards.

In addition to these new units, which are used by a total of 576 children, classroom additions at two other schools were completed in time for use last fall. And now under construction is a junior high school, which will be named for William Dwight Herrick, who has given more than fifty years of service as a member of the local elementary and high school boards of education. The final project in this building program is a gymnasium-

cafeteria addition and kindergarten wing for one of the elementary schools.

Just how were the citizens of Downers Grove made interested in voting \$1,600,000 in 1950 for such an expansion program after they had in 1948 decisively defeated a \$750,000 referendum for only two school additions. (Even then the school enrollment had increased more than 60 per cent since 1941; toolrooms, libraries, workshops, and gymnasiums had all been converted into classrooms; quarters had been rented in churches for primary grades; and teachers were carrying large overloads.)

Jack Elzay believed firmly that there had been a woefully inadequate presentation of the facts to all voters before they went to the polls in 1948. This school superintendent was convinced that every thoughtful man and woman in the community would vote for better school facilities if they only understood the need as thoroughly as the school board did. Accurate data regarding preschool children and in-school pupils was vital. He knew that only through a

school census could exact space and location needs be established. Even though such a census-taking would entail a great deal of work, he believed that many would volunteer to help.

Consequently it was decided to invite representatives of fifty-six local organizations to a meeting at which this job would be explained. Forty-seven—including the five P.T.A.'s—responded.

Charting the Course

At this meeting it was agreed that each organization would conduct a house-to-house survey of the present and potential school enrollment of a specific area of the village. The findings would be charted on a large map, with different colored pins being used to locate the children in each grade as well as the preschoolers. As the results of the survey began to come in it was evident that a heavy influx of youngsters would soon be entering already overcrowded schools and that certain population shifts were taking place.

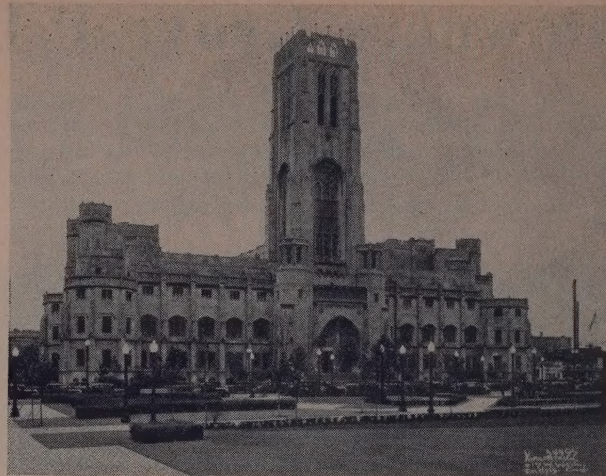
When the final results of the survey had been studied, a steering committee of sixty men and women was formed to present the school need so forcibly that another attempt to secure funds *could not fail*. (A school board member served as chairman, and several people who had actively opposed the proposal for school additions in 1948 agreed to be on the committee!)

To assist the steering committee several subcommittees were appointed, including the finance committee to raise funds for the campaign, the research and information committee, the public relations committee, and the committee on promotion. The village newspaper gave full coverage to this undertaking.

P.T.A. members served on every committee. On election day they furnished chauffeur and baby-sitting services and telephoned reminders to late voters.

The result? *Downers Grove citizens voted overwhelmingly—three to one—in favor of the \$1,600,000 school building program. The ballot contained forty-four propositions—the largest successful school ballot known.*

ADVANCE NEWS OF THE 1952 NATIONAL CONVENTION PROGRAM Indianapolis, Indiana May 19-21



Pictured above is the impressive Scottish Rite Cathedral in Indianapolis where delegates to the national convention and their guests will assemble for the final session of the 1952 national convention—the convention banquet.

THEME: *The Citizen Child—
What of His Future?*

SUNDAY May 18, 1952	
AFTERNOON	
4:00 p.m.	ORGAN RECITAL
4:15 p.m.	VESPER SERVICE, including memorial to past national president, MRS. J. K. PETTENGILL, and past national chairman of Legislation, MRS. MARY T. BANNERMAN
Second Presbyterian Church	
MONDAY May 19, 1952	
MORNING	
9:15 a.m.	ORGAN RECITAL CHARLENE BUTTZ
GENERAL SESSION I	Presiding: MRS. JOHN E. HAYES, President
	PROCESSIONAL
9:30 a.m.	INVOCATION THE RIGHT REVEREND R. A. KIRCHHOFFER, Bishop, Episcopal Diocese of Indianapolis
Murat Theatre	GREETINGS THE HONORABLE HENRY F. SCHRICKER, Governor of Indiana VIRGIL STONEBAUGH, Superintendent of Schools, Indianapolis MRS. JACK C. GREIG, President, Indiana Congress of Parents and Teachers
	RESPONSE KNOX WALKER, Second Vice-president
	INTRODUCTION OF NATIONAL OFFICERS
	ASSEMBLY SINGING Led by WARREN S. FREEMAN, National Chairman, Music

GREETINGS

J. CLOYD MILLER, President, National Education Association

MRS. W. K. COLIN CAMPBELL, President, Canadian Home and School and Parent-Teacher Federation

INTRODUCTION OF PLATFORM GUESTS

REPORTS OF COMMITTEES

Credentials.....RALPH H. OJEMANN

Rules.....MRS. JAMES P. RYAN

Program.....MRS. NEWTON P. LEONARD

PRESIDENT'S ADDRESS: "THE CITIZEN CHILD: WHAT OF HIS FUTURE?"

MRS. JOHN E. HAYES

REPORT OF TREASURER

RALPH H. OJEMANN

REPORT OF AUDIT

MRS. R. R. SMITH

REPORT OF COMMITTEE TO NOMINATE NATIONAL OFFICERS

MRS. R. R. SMITH

PRESENTATION OF MAGAZINE AWARDS

MRS. JAMES FITTS HILL, President, "National Parent-Teacher: The P.T.A. Magazine"

12:30 p.m. LUNCHEON: NATIONAL LIFE MEMBERS

AFTERNOON

WORKSHOPS

2:00 p.m.

WORKSHOPS

1. SCHOOL EDUCATION
2. PARENT AND FAMILY LIFE EDUCATION
3. NARCOTICS
4. LEGISLATION
5. COUNCILS

4:15 p.m. FILM FESTIVAL: "H— THE STORY OF A TEEN-AGE DRUG ADDICT" and "JUNGLE THAT WAS"
BRUCE E. MAHAN, National Chairman, Visual Education and Motion Pictures

MEET THE AUTHORS: AN HOUR WITH CHILDREN'S BOOKS
MRS. RUTH GAGLIARDO, National Chairman, Reading and Library Service

AMERICAN THEATRE WING COMMUNITY PLAY: "AND YOU NEVER KNOW," by NORA STIRLING*

EVENING

7:30 p.m. ORGAN RECITAL
MISS BUTTZ
Presiding: MRS. JOHN E. HAYES, President

GENERAL SESSION II
INTRODUCTION OF STATE PRESIDENTS
MUSIC

8:00 p.m. ADDRESS
LEONARD W. MAYO, Director, Association for the Aid of Crippled Children, and Chairman, National Midcentury Committee for Children and Youth
Murat Theatre

NATIONAL HEADQUARTERS PRESENTATION

TUESDAY
May 20, 1952

MORNING

ELECTION OF OFFICERS
8:30 a.m. to 3:00 p.m.

7:45 a.m. NATIONAL PARENT-TEACHER MAGAZINE BREAKFAST

9:45 a.m. ASSEMBLY SINGING
Led by MR. FREEMAN

GENERAL SESSION III
Presiding: MRS. JOHN E. HAYES, President

INVOCATION
RABBI MAURICE GOLDBLATT, Indianapolis Hebrew Temple

10:00 a.m. ADDRESS
(On communications)

PAUL WITTY, Professor of Education, Northwestern University
Murat Theatre

PANEL DISCUSSION

Leader: MALCOLM S. KNOWLES, Administrative Coordinator, Adult Education Association

Participants

MRS. RUTH GAGLIARDO, National Chairman, Reading and Library Service

BRUCE E. MAHAN, National Chairman, Visual Education and Motion Pictures

THOMAS D. RISHWORTH, National Chairman, Radio and Television

AFTERNOON

1:45 p.m. ASSEMBLY SINGING
Led by MR. FREEMAN

GENERAL SESSION IV
Presiding: MRS. JOHN E. HAYES, President

2:00 p.m. YOUTH PANEL
Leader: CHARLOTTE D. ELMOTT, Director of Guidance, Santa Barbara Public Schools, California
Murat Theatre

4:45 p.m. RECEPTION FOR DELEGATES

EVENING

7:30 p.m. ORGAN RECITAL
MISS BUTTZ

GENERAL SESSION V
Presiding: MRS. JOHN E. HAYES, President
INTRODUCTION OF NATIONAL CHAIRMEN

8:00 p.m. MUSIC

REPORT OF ELECTION BOARD
MRS. H. H. HARGREAVES
Murat Theatre

ADDRESS
W. ALLISON DAVIS, Professor of Education, University of Chicago

WEDNESDAY
May 21, 1952

MORNING

9:30 a.m. ASSEMBLY SINGING
Led by MR. FREEMAN

GENERAL SESSION VI
Presiding: MRS. JOHN E. HAYES, President

10:00 a.m. INVOCATION
THE REVEREND RICHARD CAVANAGH, St. Michael's Church

Presenting Two of the Speakers



Pictured at the left is Leonard W. Mayo, the director of the Association for the Aid of Crippled Children and the chairman of the National Midcentury Committee for Children and Youth. He will address the convention body on Monday evening.

On the right is Norman Vincent Peale, who will give the banquet address on Wednesday evening. Dr. Peale, the well-known pastor of the Marble Collegiate Reformed Church, New York, is the author of many inspirational books including *The Art of Living* and *A Guide to Confident Living*.



Murat
Theatre

ADDRESS

(On international affairs)

RALPH E. TURNER, Professor of History, Yale University, and Chairman, Editorial Committee, International Commission: Scientific and Cultural History of Mankind

PANEL DISCUSSION

Participants

DOROTHY LEWIS, Coordinator, U.S. Station Relations, United Nations

JOHN NELSON, Formerly with Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers in Japan

PAUL SMITH, Assistant Director, Division of International Education Relations, U.S. Office of Education

REPORT OF ANNUAL PLATFORM COMMITTEE

AFTERNOON

WORK-
SHOPS

2:00 p.m.

WORKSHOPS

1. CIVIL DEFENSE
2. SAFETY
3. PROGRAM PLANNING
4. PHYSICAL FITNESS
5. SCHOOL EDUCATION

4:15 p.m.

FILM FESTIVAL: "WILLIAMSBURG RESTORED" and "MORNING STAR"

BRUCE E. MAHAN, National Chairman, Visual Education and Motion Pictures

CARNIVAL OF BOOKS: RADIO RECORDING

MRS. RUTH GAGLIARDO, National Chairman, Reading and Library Service

AMERICAN THEATRE WING COMMUNITY

PLAY: "FRESH, VARIABLE WINDS," by NORA STIRLING*

EVENING

7:00 p.m.

Presiding: MRS. JOHN E. HAYES, President

GENERAL
SESSION VII

Scottish
Rite
Cathedral

BANQUET

MUSIC

ADDRESS

NORMAN VINCENT PEALE

INSTALLATION OF OFFICERS

THURSDAY

May 22, 1952

ALL DAY

SIGHT-SEEING TRIPS

We Reprint an Editorial from the *Lakewood Post*

THE president of the Lakewood, Ohio, Council of Parent-Teacher Associations, Mrs. John A. Klaar, sent us a copy of the following editorial, which originally appeared in the March 7 issue of the *Lakewood Post*. Because we heartily agree with Mrs. Klaar that it is indeed gratifying to see such sentiments expressed in our newspapers, we are reprinting this editor's comments in full.

• For more years than we find it convenient to remember *The Post* has been in an exceptionally advantageous position to view Lakewood P.T.A. activities objectively and comprehensively. Certainly there has been nothing in the picture or the record hereabouts that would lend validity to the recently levelled charge that parent-teacher groups generally have deteriorated into sponsors of pink teas and social gatherings, that distractions and diversions have been permitted to obscure the basic purpose of P.T.A.

• Certainly there are and will continue to be social aspects to P.T.A. activities here and elsewhere. Moreover few if any P.T.A. groups are sponsoring, or can be expected to sponsor, a straight diet of programs based on bread and butter aspects of education. But, if the basic purpose of P.T.A. is to foster closer relationship between school and home, certainly that objective is being accomplished in full

measure just as it has been achieved through the years.

• In Lakewood, for example, it is impossible to estimate just how much the relationship between P.T.A. and the schools has meant to everybody directly concerned and to the community at large. The school system in which Lakewood takes understandable pride is the result of a relationship in which the P.T.A. has long been a basic factor. Without statistics, but with confidence, we would venture the statement that, by and large, a survey would show a direct relationship between efficiency of school systems and effectiveness of P.T.A. organizations all over America.

• And the P.T.A. assuredly reaches a more personal level in Lakewood, River, and other communities which we know intimately. Probably P.T.A. meetings in themselves do not afford Johnny's parents time to find out from teacher why he is having such a tough time with grammar. But there is opportunity for establishment of a relationship between teacher and parent under favorable conditions which unquestionably facilitates any possible alleviation of Johnny's plight that might be brought about by consultation. And then the informality and social aspects typical of so many P.T.A. sessions do provide opportunity for helpful exchange of ideas between parents with common interests and problems.

• We have just gone through a dozen or more of the P.T.A. columns which appear each week in *The Post*. A fair percentage of programs announced are concerned directly or indirectly with educational topics. But talks

on current events and on subjects much further afield as well as musical attractions are plentiful. And, in our opinion, this is exactly as it should be.

• In the first place we greatly fear that in Lakewood or any other comparable community P.T.A. membership would soon lose much of its attraction if programs were held to a practical level without more than just a leavening of entertainment. Certainly there is nothing wrong with a mother of children enjoying herself when she takes an afternoon off—which statement, incidentally, is not meant to discount the undoubted interest of most mothers in educational subjects when reasonable balance is maintained.

• Actually members do not fit organizations. Organizations, whatever their charters or their purposes, come to reflect the ideas and the ideals of membership majorities. The P.T.A. in Lakewood as we know it today stands as a first bulwark which could be counted upon to defend education of the Lakewood sort were our schools threatened with insidious influences that have created havoc in more than a few educational systems in United States. P.T.A. attitude and policies here have an unbroken record of constructive accomplishment through the years. There has been consistent enthusiasm and many thousands of parents have had genuine enjoyment from P.T.A. activities.

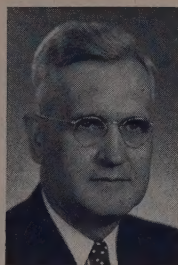
• We have no fear about Lakewood losing sight of the practical aspects of P.T.A. And we hope the members continue to have the finest sort of a time at meetings.

Your P. T. A. WAS REPRESENTED AT EACH OF THESE

Important Events



Mrs. Hayes



Mr. Walker



Mrs. Heylman



Mrs. Howell

DURING February and March a number of National Congress leaders attended important meetings of school superintendents and administrators to consider with these educators the ways in which parent-teacher associations can help not only in bringing about better school programs but also in gaining greater understanding of those programs.

For example, Mrs. John E. Hayes, our national president, spoke on "The Citizen's Obligation to the Schools" during a regional conference of the American Association of School Administrators, held in Los Angeles. At a joint meeting with the A.A.S.A. during a regional meeting at St. Louis, Knox Walker, the second vice-president of the Congress, and Mrs. J. W. Heylman, a regional vice-president, presented the subject for discussion: "The Parent-Teacher Associations Help Meet School Problems Today."

During the convention of the National Association of Secondary-School Principals, Mrs. Edward N. Howell, the national chairman of High School Service, made the subject presentation to a joint discussion group considering "The Contribution of Parent-Teacher Associations to Secondary Education."

We are happy to present the following brief summaries of the speeches made by our representatives on these occasions.

● **Mrs. John E. Hayes:** A school may build an ideal program based on a sound philosophy of living; it may employ the talents of well-trained teachers. Yet its pupils will not receive the fullness of its service unless the parents possess an understanding of, and sympathy for, the school program. We know that parents are willing to cooperate with the school and that they have much to contribute.

But before the citizen can become an enthusiastic supporter of his schools he must know how their programs apply to the general goals of education. He needs to work on curriculum committees, textbook selection committees, vocational services committees,

and in every way possible to identify himself with the school and its service to community life.

More mothers and fathers must realize that government of, for, and by the people cannot be sustained without fundamental education for all. They need to accept more responsibility for the conditions under which teachers work and for the adequate financial support of the schools. They need to know what progress has been made in combating the unwholesome influence of certain mass media. And all citizens must share responsibility for the tragic lack of integrity recently revealed in athletics. Let us not forget that healthy personalities can develop only in a healthy society.

We believe that neither side of the educational partnership—parents or administrators—can travel alone with effectiveness. That any citizen group should study the school program without guidance from educators seems entirely unwarrantable. In the P.T.A. we attempt constantly to interest people in the improvement of the schools, but we must depend on the administrators and teachers to supply the necessary information and the working experience.

When the facts of the science of education are understood by parents and other citizens, we will have taken a long step toward perfecting the school program and toward gaining community support. We have within easy reach an effective instrument of communication between the school and community—the parent-teacher association.

● **Knox Walker:** Each year more school administrators recognize that the parent-teacher organization is one of their greatest assets in attaining better school programs. Relationships between the school administrator and the parent-teacher association have been strengthened by the overwhelming growth of school enrollment.

The lack of proper school housing facilities has forced communities to raise a shout that has been heard even in Washington. Certainly the slight additional releases of steel for school buildings that were made recently would not have been forthcoming if there had not been appropriate action in hamlets and cities throughout the country.

The critical shortage of teachers is likewise making many schoolmen turn to the P.T.A. Teachers deserve far wider recognition for their contributions to the perpetuation of

democracy. The rewards of teaching—financial, social, and moral—must be made so attractive that the best students will want to teach. Superintendents can render no greater service than to face squarely this shortage of trained personnel.

In addition, the P.T.A. can also be the school's best means of interpreting the wide range of interests, needs, and abilities among learners at all age levels. Working together, teachers and parents can stand on common ground as they explore new fields of living and learning. There are still too many parents who feel that if learning is a happy experience there is something wrong with it.

A simple observation of school activities does not provide parents with an understanding essential for the guidance of children. They must become participants in school programs to grasp their significance. It is equally true that teachers cannot work understandingly with children until they experience shared contacts with the home. An honest partnership must be established. Superintendents will do well to help promote P.T.A. child study clinics and other parent education classes. There is no other organization that has a more vital or unselfish stake in community betterment.

● **Mrs. J. W. Heylman:** I should like to report on the findings of a study on the effectiveness of the P.T.A. in helping to improve education in Illinois schools. In this study, which was conducted cooperatively by the Illinois Congress and the College of Education of the University of Illinois, it was discovered that only one third of the state's local units made recommendations to their boards of education. These recommendations most frequently concerned health and safety conditions.

A majority of all the men and women surveyed—both parents and teachers, both P.T.A. members and nonmembers—believed that the parent-teacher associations should not participate in hiring or firing faculty members. About 50 per cent of the parents thought the P.T.A. should not help to make decisions about the addition of new subjects or the omission of old ones or be concerned about the size of classes. There was a feeling of uncertainty as to whether parent-teacher associations should make suggestions concerning the school budget, sponsor nursery and kindergarten classes, buy materials for individual classrooms, or make recommendations to the school board about teachers' salaries.

The survey further reveals much disagreement among both parents and teachers about what activities a P.T.A. should and should not undertake. (Curiously enough, nonmembers had more definite ideas about what the P.T.A. should do. In general they favored

(Continued on page 8)

(Continued from page 7)

more aggressive action and more attention to ways of improving the schools.)

Among P.T.A. members a majority of parents, but a minority of teachers, believed that representatives of the P.T.A. should attend school board meetings and should discuss the strengths and weaknesses of the school system with the board of education.

Thus from the results of this survey, it is obvious there is need for parents and teachers to clarify their respective roles in the further improvement of the education program.

● **Mrs. Edward N. Howell:** Wherever the needs of children and youth call for study and action, the P.T.A. is always ready. State chairman of high school service across the country have reported the following examples of parent-teacher cooperation:

In the school: Students, faculty, and parents have participated in conferences on choosing a college and selecting a vocation. P.T.A. members have served as chaperones and provided transportation for out-of-town athletic contests, field trips, and school parties. As the result of P.T.A.-sponsored human resource surveys in many communities both men and women have shared their knowledge through school programs and classroom discussions.

In the home: Many study-discussion groups have been reported. One such group of parents meets once a week to talk over adolescent problems. Two or more teachers meet with them, and the principal and dean declare that they wouldn't miss a session themselves. Parent education study programs frequently culminate in a family life institute with outstanding speakers and group discussions. There have been a great number of leadership training programs, the result of the regional workshops held as a part of the expanded parent education program of the National Congress.

In the community: Numerous local and state follow-up conferences have studied the recommendations of the Midcentury White House Conference. Various programs based on the work of the United Nations and UNESCO have been sponsored. Community surveys of business and professional opportunities, youth-serving agencies, and recreational facilities have been conducted. Youth-adult activities serve as laboratory projects for young citizens and provide experience in working together. As one youth remarked, "If we could combine the experience and knowledge of the adult with the enthusiasm and ambition of the teen-ager, we could really go places."

Realizing that the needs of children and youth cannot be met by any one group alone, the P.T.A. welcomes its proper share of responsibility for guidance and leadership training in every field of service to young people.



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Contestants warm up for the bowling tournament between parents and teachers, one of the most exciting annual sports events in Greenfield, Massachusetts. Since the Parent-Teacher Bowling League was organized eight years ago by the Greenfield P.T.A. Council, enthusiasm for the sport has spread to other groups in the area.

National Parent-Teacher News

● Coming in the April Issue:

Who Heads Our Schools?

The Child as a Person

The Swazey Family—A Spirited Team

Adolescence—The Patient Years for Parents

For the Spirit's Hunger

8. Three Indispensables

Whose Business Is the Curriculum?

The Struggle for Peace and Freedom

● **National Parent-Teacher Study Courses.** Once again in 1952-53 the *National Parent-Teacher* will offer three separate programs for parent education study-discussion groups. As announced in the March issue of the *Bulletin*, Ruth Strang of Teacher's College, Columbia University, will direct a new basic course in child development. Bess Goodykoontz of the U.S. Office of Education will direct the course on school-age children. Continuing as directors of the course on adoles-

cents will be Ralph H. Ojemann, professor of psychology and education at the Child Welfare Research Station, State University of Iowa, and Eva H. Grant, editor of the *National Parent-Teacher*.

Monthly topics for all three courses will be announced in May.

● **Will yours be included?** A complete list of P.T.A.'s that have qualified for the 1952 Fifty-or-More and Hundred-or-More Clubs will appear in the May issue of the *National Congress Bulletin*. If your association is eligible for either of these groups, please be sure that the following information is mailed to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois, before April 10.

1. Number of subscriptions (50 or more)
2. Date they were forwarded
3. Name of P.T.A.
4. City and state
5. Name of local president

ON MARCH 15 CONTRIBUTIONS TO OUR NATIONAL HEADQUARTERS FUND HAD REACHED \$384,668.

● LET'S MAKE SURE THAT WE KEEP THE TOTAL CLIMBING.